

## INTRODUCTION

The social studies and history standards provide teachers and curriculum coordinators with a summary of what history and social science content should be taught from grade to grade, prekindergarten through high school.

Adapted from the highly rated California and Massachusetts curriculum frameworks, the standards incorporate the comments and suggestions of area teachers and administrators. The requirements strike a balance between U.S. and world history, as well as among the many disciplines of the social sciences.

The learning standards outline what learners of social science and history should know and demonstrate by the end of each grade or course. They detail the knowledge of history, geography, economics, and politics and government that students are expected to acquire at a particular grade level.<sup>1</sup>

## The Organization of the Document

The learning standards for U.S. and world history are grouped in time periods commonly accepted by historians. We have selected essential topics that build a chronologically organized history and establish social science knowledge to set standards that can be taught and mastered within a specific time frame. We encourage teachers to elaborate on the content outlined here, to add topics they feel are important, and to organize material thematically. They also are encouraged to enrich the classroom experience by incorporating current events and issues that have a significant relationship to important historical themes or events under study.

These standards integrate the four major disciplines of history, geography, economics, and politics and government. They are not presented in separate strands, although grade 6 focuses on geography and grade 12 focuses on government, including U.S. and Washington, DC, governments. A coding system has been used throughout the document to indicate the disciplinary content stressed in a standard that details U.S. or world history. These include the principal disciplines of geography (G), economics (E), and politics and government (P); the characteristics of religious thought and ideas (R); and the social impact of events (S), military action (M), and intellectual thought (I) that have advanced civilizations.

## GUIDING PHILOSOPHIES<sup>2</sup>

As Americans, our cultural heritage is diverse and provides us with boundless sources of vitality and pride. As citizens and residents of the United States, our political heritage is a shared vision of a life of liberty, justice, and equality as expressed over two centuries ago in the Declaration of Independence, the U.S. Constitution, and *The Federalist Papers*.

Critical to the preservation of America's republican form of government is the study and understanding of our nation's founding principles. Devotion to human dignity and freedom, equal rights, justice, the rule of law, civility and truth, tolerance of diversity, mutual assistance, personal and civic responsibility, self-restraint, and self-respect must be taught, learned, and practiced. They are qualities that should not be taken for granted or regarded as merely one set of options against which any other may be accepted as equally worthy.

Citizens in our society need to understand the current condition of the world and how it got that way and be prepared to act on challenges as they confront us. What are the roots of our current dangers and of the choices before us? For intelligent citizenship, we need a thorough grasp of the daily workings of our own society, as well as of the societies of our friends and our adversaries in the world.

The kind of critical thinking we wish to encourage in the DC Public Schools rests on a solid base of factual knowledge. The central ideas, events, people, and works that have shaped our world, for good or ill, are critical for our students to remember and understand. In addition, the standards necessitate that students acquire a firm grasp of reasoning and practice in inquiry and research. Students must learn how to frame and test hypotheses, distinguish logical from faulty reasoning, frame reasoned options and arguments, and grasp reflective thinking and evaluation.

Teachers reading this document for the first time may be struck by the vast content and variety of material covered. These standards illustrate the larger significance of history and geography: great discoveries, conflicts, and ideas in the human past that have shaped who we are and what is happening today; the ironies and surprises of history; the great tragedies and achievements of human experience. Students explore how people in other times and places grappled with fundamental questions of truth, justice, and personal responsibility. They also grow to understand that ideas have consequences, and they realize that events are shaped by the ideas and the actions of individuals, the systems and structures of human societies and cultures, and the opportunities and constraints offered by the environmental systems within which human activity occurs. The historical drama is illuminated through an examination of more complex themes and concepts arising from past events, such as those listed on the next page.

<sup>1</sup> Many sample names and events are included in parentheses throughout the document. These serve as suggestions to teachers of content that is well suited to exemplify the standard.

<sup>2</sup> Excerpted and adapted from the Massachusetts Curriculum Framework.

1. The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity over time.

2. The struggles that men and women have faced in overcoming political oppression, economic exploitation, religious persecution, and racial injustice.

3. The growth and impact of centralized state power through time.

4. The birth, growth, and decline of civilizations.

5. The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.

6. The historical patterns and relationships within and among world nations, continents, and regions — economic competition and interdependence; age-old ethnic, racial, and religious enmities; political and military alliances; peacemaking and war making — that serve as a backdrop to and explain contemporary policy alternatives with national and worldwide implications.

7. The effects of geography on the history of civilizations and nations.

8. The effects of the interactions between humans and the environment through the ages.

9. The growth and spread of free markets and industrial economies.

10. The development of scientific reasoning, technology, and formal education over time and their effect on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.

## WORLD HISTORY AND GEOGRAPHY II: THE INDUSTRIAL REVOLUTION TO THE MODERN WORLD

### Grade 10

#### ERA VI: AGE OF REVOLUTIONS TO 1914

- 10.1.** Students analyze the emergence and effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
1. Describe the growth of population, rural to urban migration, and growth of cities. (G)
  2. Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy. (G, E)
  3. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism (e.g., Adam Smith, Robert Owen, and Karl Marx). (P, E)
  4. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe. (I)
  5. Describe the political, social, and industrial revolution in Japan (Meiji Restoration) and its growing role in international affairs. (P, S, E)
  6. Explain how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Ellijah McCoy, Henry Bessemer, Louis Pasteur, and Thomas Edison). (S, I, E)
  7. Trace the evolution of work and labor, including the demise of the slave trade, problems caused by harsh working conditions, and the effects of immigration, mining and manufacturing, division of labor, and the union movement. (E, S)
  8. Explain the vast increases in productivity and wealth, growth of a middle class, and general rise in the standard of living and life span. (E)
- 10.2.** Students analyze patterns of global change in the era of 19th-century European imperialism.
1. Explain the role of religious wars in Europe and the search for natural resources and new markets as prelude to the Berlin Conference. (P, M, S)
  2. Describe the Berlin Conference and the rise of modern colonialism in the 19th century. (P, S)
  3. Describe the locations of colonies established by such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States. (G)
  4. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; and material issues, such as land, resources, and technology). (G, P, S)
  5. Explain the varied immediate and long-term responses by the people under colonial rule. (S)
- 10.3.** Students describe the independence struggles of the colonized regions of the world some through constitutional devolution of power and others as a result of armed revolution and the culture of classes because of different worldviews.
1. Analyze Africa's interaction with imperialism (Zulu Wars, Mahdist Movement, Ashanti Wars, and African resistance and/or collaboration throughout the continent). (G, M, P, S)
  2. Explain the importance of Ethiopia's Battle of Adowa and the defeat of Italian invaders to remain independent. (G, M, P, S)

(continued)

Grade 10

ERA VI: AGE OF REVOLUTIONS TO 1914 *(continued)*

- 10.3.** Students describe the independence struggles of the colonized regions of the world some through constitutional devolution of power and others as a result of armed revolution and the culture of classes because of different worldviews.
3. Explain the growing Western encroachment on China’s sovereignty, the Boxer Rebellion, and Sun Yat-Sen and the 1911 Republican Revolution. (G, P, S)
  4. Explain the transfer in 1858 of government to Great Britain on the Indian Subcontinent following the Sepoy Rebellion. (G, P, M, S)
  5. Describe American imperialism of the Philippines and the fight for freedom in the Philippine-American War led by Emilio Aquinaldo. (G, P, M, S)
  6. Explain the military interventions of the United States in Central America and the Caribbean, the subsequent occupation of some of the territories, and local resistance to growing U.S. influence, as evidenced in Cuba, Puerto Rico, Haiti, the Dominican Republic, Panama, and Nicaragua. (G, P, M, I)
  7. Explain the desire for land reform and democratic participation that resulted in the movements led by Emiliano Zapata, Francisco Madero, Pancho Villa, and Venustiano Carranza in Mexico; César Augusto Sandino in Nicaragua; Jacobo Arbenz in Guatemala; and Farabundo Martí in El Salvador. (G, P, M, S, I)
  8. Explain the emergence of populist and democratic leaders in Latin America, such as Juan Perón, Getulio Vargas, José Figueres, Luis Muñoz Marín, and Rómulo Betancourt. (G, P, M, S, I)

ERA VII: THE GREAT WARS TO 1945

- 10.4.** Students analyze the causes and course of the First World War.
1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War. (P, M)
  2. Outline the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent, disorder, propaganda, and nationalism in mobilizing the civilian population in support of “total war.” (P, S, E)
  3. Identify and explain the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, and climate). (G, M)
  4. Describe the use and abuse of soldiers from colonies to fight in the war. (S)
  5. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war. (P, M)
  6. Describe human rights violations and genocide, including the Armenian genocide in Turkey. (P, S)
  7. Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare. (S, M)

*(continued)*

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## Grade 10

ERA VII: THE GREAT WARS TO 1945 *(continued)*

- 10.5.** Students analyze the long-term military, economic, and political effects of the World War I.
1. Describe advances in tank and aerial warfare, the belief that the "Great War" would end war, and disarmament movements. (M, P)
  2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (G, P, E)
  3. Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics. (P)
  4. Describe the conflicting aims and aspirations of the conferees at Versailles and the Versailles treaty's economic and moral effects on Germany.
  5. Describe how the war was an incentive for renewed Western imperialism in Africa and Asia as European nations turned to their colonies to help them rebuild. (P, S)
  6. Analyze how social and economic conditions of colonial rule, as well as ideals of liberal democracy and national autonomy, contributed to the rise of nationalist movements in India, Africa, and Southeast Asia. (P, S)
  7. Analyze how the World War I settlement contributed to the rise of the first Pan-African Congress and the birth of the modern Pan-African movement.
  8. Analyze how the World War I settlement contributed to the rise of both pan-Arabism and nationalist struggles for independence in the Middle East.
  9. Assess the challenges to democratic government in Latin America in the context of class divisions, economic dependency, and U.S. intervention.
  10. Explain the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. (P)
  11. Analyze the objectives and achievements of women's political movements in the context of World War I and its aftermath. (P, S)
  12. Explain the influence of World War I on literature, art, and intellectual life (e.g., Pablo Picasso, the Jazz Era music of the Harlem Hellfighters 369th Regiment Band and James Reese Europe; the "lost generation" of Gertrude Stein and Ernest Hemingway). (I)
- 10.6.** Students analyze the rise of fascism and totalitarianism after World War I.
1. Identify the causes and consequences of the Bolshevik Revolution and Civil War in Russia, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag). (P, M)
  2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine). (P, E)

*(continued)*

Grade 10

ERA VII: THE GREAT WARS TO 1945 <i>(continued)</i>														
10.6. Students analyze the rise of fascism and totalitarianism after World War I.														
3. Analyze the assumption of power by Adolf Hitler in Germany, the resulting acts of oppression and aggression, and the human costs of the totalitarian regime. (P, S)														
4. Describe Mussolini's rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda. (P, S).														
10.7. Students describe the various causes and consequences of the global depression of the 1930s, and they analyze how governments responded to the Great Depression.														
1. Explain the impact of restrictive monetary and trade policies. (E)														
2. Describe the collapse of international economies in 1929 that led to the Great Depression, including the relationships that had been forged between the U.S. and European economies after World War I. (E)														
3. Describe issues of unemployment and inflation. (E, S)														
4. Describe how economic instability led to political instability in many parts of the world and helped to give rise to dictatorial regimes such as Adolf Hitler's in Germany and the military's in Japan. (P, E)														
5. Describe the influence of the ideas of key economists (e.g., John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman). (E)														
10.8. Students analyze the causes and course of World War II.														
1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939. (G, P, M)														
2. Explain the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II. (P)														
3. Identify and locate the Allied and Axis powers and the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. (G, P, M)														
4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight Eisenhower). (P, M)														
5. Explain the background of the Holocaust (including its roots in 19th century ideas about race and nation); the dehumanization of the Jews through law, attitude, and actions such as badging, ghettoization, and killing processes; and how the Nazi persecution of gypsies, homosexuals, and others who failed to meet the Aryan ideal.														
6. Describe the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. (S, M)														
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## Grade 10

ERA VII: THE GREAT WARS TO 1945 *(continued)*

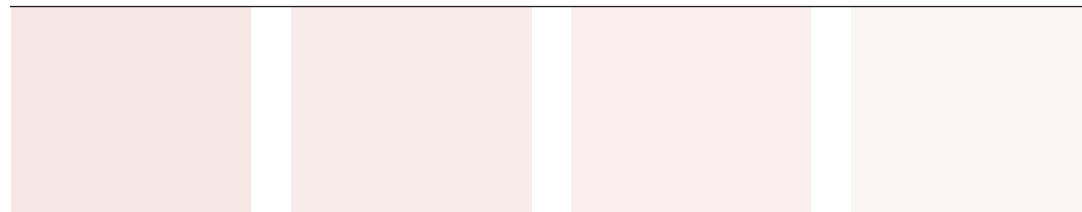
**10.9.** Students analyze the long-term military, economic, and political effects of the World War II.

1. Identify the goals, leadership, and postwar plans of the principal allied leaders: the Atlantic Conference (The Four Freedoms), Yalta, and the Potsdam Conference. (P)
2. Identify the renewed call for African independence at the fifth Pan-African Congress (Manchester, England, 1945). (P, I)
3. Describe reasons for the establishment of the United Nations in 1945, and summarize the main ideas of the Universal Declaration of Human Rights and their impact on the globalization of diplomacy and conflict and the balance of power. (P, I)
4. Describe the nature of reconstruction in Asia and Europe after 1945 (e.g., purpose of Marshall Plan, creation of NATO, and division of Germany). (P, E, S)
5. Explain the significance and effects of the location and establishment of Israel on world affairs. (G, P)
6. Describe the functions of the Warsaw Pact, SEATO, NATO, the Organization of American States, the West Indies Federation, and the Bandung Movement of Non-Aligned Afro-Asian Countries. (P)
7. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan. (P, M, E)

## ERA VIII: THE COLD WAR TO THE PRESENT

**10.10.** Students explain the causes, major events, and global consequences of the Cold War.

1. Describe Soviet aggression in Eastern Europe, the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall, and the "Prague Spring." (G, P, M)
2. Describe the Soviet-U.S. competition in the Middle East and Africa, including the conflicts in Afghanistan, the Congo, Angola, and Mozambique. (G, P)
3. Describe the Soviet-U.S. competition in Southeast Asia, including the Korean War, the Vietnam War, and the intervention of Communist China. (G, P, M)
4. Describe the conflicts involving Latin America, including the Cuban Missile Crisis and U.S. support of the Contras in Nicaragua. (G, P)
5. Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties. (P, M)





# Grade 10

## ERA VIII: THE COLD WAR TO THE PRESENT *(continued)*

- 10.11.** Students analyze major developments in Africa since World War II.
1. Identify Africa's natural features, resources, and population patterns. (G)
  2. Analyze national movements that occurred throughout Africa post-World War II against various European colonial powers, with particular attention to the role of veterans, labor unions, and the Western-educated elite. (P)
  3. Explain the Pan-Africanism movement, the formation of the Organization of African Unity (now the African Union), and various independence movements (e.g., Congo conflict and Patrice Lumumba; struggle over Angola and Mozambique; and the Zimbabwe War of Independence) and African American support (e.g., the Council on African Affairs and the African Liberation Support Committee). (P, S)
  4. Explain the influence of newly independent African Nations, such as Ghana, Nigeria, and Egypt, on U.S. domestic policy in the U.S. Civil Rights movement (e.g., Kwame Nkrumah's relationship with Martin Luther King Jr. and Malcolm X; the large expatriate community of African Americans in 1960s–present Ghana). (P)
  5. Explain the fight against and dismantling of the apartheid system in South Africa and evolution from white minority government, including the role of Nelson Mandela, the African National Congress, and the role of African Americans, such as Randall Robinson, and the TransAfrica in ending apartheid. (P, S)
  6. Explain why military regimes or one-party states replaced parliamentary-style governments throughout much of Africa. (P, M)
  7. Outline important trends in the region today with respect to individual freedom and democracy. (P, S)
  8. Describe the growing relationship between African Americans and African countries (e.g., Ghana, South Africa, Nigeria, and Senegal). (P, S)
  9. Describe the ethnic struggles in Rwanda, Burundi, and the Sudan. (P, S)
  10. Explain agricultural changes and new patterns of employment, including massive overseas migration. (G, E)
  11. Describe the challenges in the region, including its geopolitical, cultural, military, and economic significance and the international relationships in which it is involved (e.g., the civil war in the Democratic Republic of Congo). (P, M, S, E)
  12. Analyze the social and economic effects of the spread of AIDS and other diseases. (S, E)
- 10.12.** Students analyze major developments in Asia since World War II.
1. Identify Asia's natural features, resources, and population patterns. (G)
  2. Analyze the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China. (P, M)
  3. Describe the consequences of the political and economic upheavals in China, including the Great Leap Forward (famine), the Cultural Revolution (terror of Red Guards), the Tiananmen Square uprising, and relations with Tibet and Taiwan). (P, M, E)
  4. Describe the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947, as well as the exchange of more than 12 million Hindus and Muslims. (G, P, R)

*(continued)*

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## Grade 10

ERA VIII: THE COLD WAR TO THE PRESENT *(continued)*

**10.12.** Students analyze major developments in Asia since World War II.

5. Explain the historical factors that created a stable democratic government in India and the role of Mohandas Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (P)
6. Describe the new constitution and Bill of Rights promulgated in Japan in 1947 and their connection to the U.S. Constitution. (P)
7. Describe the political, social, and economic problems of new nationhood in Southeast Asia; and the legacy of the Cold War on Korea, Vietnam, and Taiwan; and the unresolved political problems with the Korean Peninsula and between Taiwan and China.
8. Explain why the Chinese and Indian governments have sought to control population growth, and the methods they use. (S)
9. Outline the postwar economic rise of many Asian countries, including Japan's adaptation of western technology and industrial growth, China's post-Mao economic modernization under Deng Xiaoping, and India's economic growth through market-oriented reforms as well as the economic growth of Hong Kong, Republic of Korea, Singapore, and Taiwan. (E, I)
10. Describe the economic growth and subsequent challenges in much of Southeast Asia.

**10.13.** Students analyze the major developments in Europe since World War II.

1. Identify the weaknesses of the Soviet command economy, the burdens of Soviet military commitments, and its eventual collapse. (E, M)
2. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in the former Soviet satellites sought freedom from Soviet control. (P, M)
3. Describe the role of various leaders in transforming the Soviet Union and Eastern Europe (e.g., Mikhail Gorbachev, Vaclav Havel, Pope John Paul II, Andrei Sakharov, Alexander Solzhenitsyn and Lech Walesa). (P)
4. Outline the consequences of the Soviet Union's breakup, including the development of market economies, political and social instability, ethnic struggles, oil and gas politics, dangers of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations. (P, S, E)
5. Explain how most Western European heads of state, especially within the 12-member European Community, worked toward creating greater European economic and political unity.

**10.14.** Students analyze the major developments in Latin America since World War II.

1. Identify and list the climate and major natural resources of Central America and their relationship to the economy of the region. (G)
2. Explain the struggle for economic autonomy, political sovereignty, and social justice that led to revolutions in Guatemala, Cuba, and Nicaragua and armed insurgencies and civil war in many parts of Central America. (P, M)
3. Describe Cuba as a theater of the Cold War, including the role of Fidel Castro and the Cuban Missile Crisis. (G, P, M)
4. Trace the rise of military dictatorships in Argentina, Brazil, and Guatemala and the recent shift to democracy. (P)
5. Analyze the role of liberation theology in Latin America. (S, R)
6. Describe the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank. (P, E)

*(continued)*

Grade 10

ERA VIII: THE COLD WAR TO THE PRESENT *(continued)*

- 10.14.** Students analyze the major developments in Latin America since World War II.
- 7. Trace the importance of trade and regional trade treaties (e.g., NAFTA, MERCOSUR, CAFTA, and CARICOM). (G, E)
  - 8. Describe the impact of drug trafficking on and movements of people to the United States, their monetary and affective connections to their homelands, and return migration to Latin America. (G, S)
  - 9. Describe the return to populism and socialism in Venezuela, Brazil, Argentina, Bolivia, and Chile. (P)
- 10.15.** Students analyze the major developments in the Middle East since World War II.
- 1. Identify the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others. (P)
  - 2. Explain the United Nations' vote in 1947 to partition the western part of the Palestine Mandate into two independent countries, the rejection by surrounding Arab countries of the U.N. decision to establish Israel, the rise of the Palestinian Liberation Organization, and the invasion of Israel by Arab countries. (P, M)
  - 3. Trace the attempts to secure peace between Palestinians and Israelis. (P)
  - 4. Explain the Iranian Revolution of 1978–1979 after Khomeini, the Iranian hostage crisis, and more recent nuclear issues. (P)
  - 5. Trace the defeat of the Soviet Union and the rise of the Mujahideen and the Taliban in Afghanistan. (P, M)
  - 6. Trace the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. (P, M)
  - 7. Describe Islamic revivalism and radicalism, including Muslim communities in Europe. (P, S)
  - 8. Explain the increase in terrorist attacks against Israel, Europe, and the United States. (P)
  - 9. Describe America's response to and the wider international consequences of the September 11, 2001, terrorist attack, including the U.S. invasion of Afghanistan and Iraq. (P, M)
- 10.16.** Students analyze aspects and impacts of globalization since World War II.
- 1. Explain the long postwar peace between democratic nations in the world. (P)
  - 2. Identify recent scientific, technological, and medical advances (e.g., Quantum Theory, nuclear energy, space exploration, polio vaccine, discovery of Deoxyribose Nucleic Acid, or DNA). (I)
  - 3. Describe the increasing integration of economies (trade, capital movements) around the world and the crises in the emerging markets in the 1990s. (G, E)
  - 4. Describe the movement of people (labor) to find better employment opportunities and the transfer of skills back to developing countries (e.g., India). (G, S, I)
  - 5. Describe the spread of knowledge and information across international borders fueled by advances in electronic communications. (G, E, I)
  - 6. Explain how medical advances and improved living standards have brought strong increases in life expectancy. (E, S)
  - 7. Explain how gaps between rich and poor countries, and rich and poor people within countries, have grown, and describe the policies that are designed to alleviate poverty. (P, S)

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## GLOSSARY OF SELECTED TERMS

*(with emphasis on terms that appear in K–8)*

**Amendment (constitutional):** Changes in, or additions to, a constitution. Proposed by a two-thirds vote of both houses of Congress or by a convention called by Congress at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths of the states.

**Articles of Confederation:** The first constitution of the United States, created in 1781. It established a weak national government and was replaced in 1789 by the Constitution of the United States.

**Barter:** The direct exchange of one good or service for another without the use of money.

**B.C.E. and C.E.:** Before the Common Era (formerly known as B.C.) and Common Era (formerly known as A.D.).

**Bill of Rights:** The first 10 amendments to the Constitution. Ratified in 1791, these amendments limit governmental power and protect the basic rights and liberties of individuals.

**Bureaucracy:** Administrative organizations that implement government policies.

**Cabinet:** Secretaries or chief administrators of the major departments of the federal government. Cabinet secretaries are appointed by the president with the consent of the Senate.

**Capital:** Manufactured resources such as tools, machinery, and buildings that are used in the production of other goods and services (e.g., school buildings, books, tables, and chairs are some examples of capital used to produce education). This is sometimes called real capital.

**Checks and balances:** Constitutional mechanisms that authorize each branch of the government to share powers with the other branches and thereby check their activities (e.g., the president may veto legislation passed by Congress; the Senate must confirm major executive appointments; and the courts may declare acts of Congress unconstitutional).

**Citizen:** A member of a political society who therefore owes allegiance to the government and is entitled to its protection.

**Civil rights:** Protections and privileges of personal liberty given to all U.S. citizens by the Constitution and Bill of Rights.

**Command economy:** A type of economic system in which the resources are state owned and their allocation and use are determined by the centralized decisions of a planning authority (e.g., the former Soviet Union).

**Common or public good:** A good that is to the benefit or in the interest of a politically organized society as a whole.

**Comparative advantage:** The idea that countries gain when they produce those items that they are most efficient at producing.

**Competitive behavior:** When a business or individual acts in a self-interested way to increase wealth.

**Concurrent powers:** Powers that may be exercised by both the federal and state governments (e.g., levying taxes, borrowing money, and spending for the general welfare).

**Confederal:** Relating to a confederation.

**Confederate:** A group of states more or less permanently united for common purposes.

**Consumer:** A person or organization that purchases or uses a product or service.

**Culture:** The learned behaviors of people, such as belief systems, languages, social relations, institutions, organizations, and material goods, such as food, clothing, buildings, and technology.

**Deflation:** A general lowering of prices; the opposite of inflation.

**Delegated powers:** Powers granted to the national government under the Constitution, as enumerated in Articles I, II, and III.

**Democracy:** Practice of the principle of equality of rights, opportunity, and treatment.

**Demographic:** The statistical data of a population (e.g., average age, income, and education).

**Developed nation:** Countries with high levels of well-being, as measured by economic, social, and technological sophistication.

**Developing nation:** Countries with low levels of well-being, as measured by economic, social, and technological sophistication.

**Diffusion:** The spread of people, ideas, technology, and products between places.

**Due process of law:** The right of every citizen to be protected against arbitrary action of the government.

**Economic growth:** An increase in an economy's ability to produce goods and services, which brings about a rise in standards of living.

**Emigration:** People moving out of a country (or other political unit).

**English Bill of Rights:** An act passed by the Parliament of England in 1689 that limited the power of the monarch. This document established Parliament as the most powerful branch of the English government.

**Entrepreneur:** A person who organizes, operates, and assumes the risk for a business venture.

**Equal protection of the law:** The idea that no individual or group may receive special privileges from nor be unjustly discriminated against by the law.

**Exchange rate:** The price of one currency in terms of another (e.g., pesos per dollar).

**Federal Reserve System:** A system of 12 district banks and a board of governors that regulates the activities of financial institutions and controls the money supply.

**Federalism:** A form of political organization in which governmental power is divided between a central government and territorial subdivisions; in the United States, it is divided among the national, state, and local governments.

**The Federalist Papers:** A series of essays written by Alexander Hamilton, John Jay, and James Madison that was published to support the adoption of the proposed U.S. Constitution.

**Feudalism:** A political and economic system in which a king or queen share power with the nobility, who allow the common people to use their land in return for services.

**Fiscal policy:** A policy of government taxation and/or expenditure to change the level of output, employment, or prices.

**Foreign policy:** Policies of the federal government directed to matters beyond U.S. borders, especially with regard to relations with other countries.

**Human capital:** The knowledge and skills that enable workers to be productive.

**Human characteristics:** The patterns that people make on the surface of the Earth, such as cities, roads, canals, and farms, and other ways people change the Earth.

**Immigration:** People moving to a country (or other political unit).

**Impeachment:** The act of accusing a public official of misconduct in office by presenting formal charges against him or her in the lower house, with a trial to be held in the upper house.

**Incentive:** A benefit offered to encourage people to act in certain ways.

**Inflation:** A general rise in the level of prices.

**Initiative:** A form of direct democracy in which the voters of a state can propose a law by gathering signatures and having the proposition placed on the ballot.

**Interdependence:** Reliance on people in other places for information, resources, goods, and services.

**Isolationism:** The belief that the United States should not be involved in world affairs and should avoid involvement in foreign wars.

**Judicial review:** A doctrine that permits the federal courts to declare unconstitutional, and thus null and void, acts of Congress, the executive branch, and the states. The precedent for judicial review was established in the 1803 case *Marbury v. Madison*.

**Justice:** The fair distribution of benefits and burdens, correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.

**Land use:** How people use the Earth's surface (e.g., urban, rural, agricultural, range, and forest), often subdivided into more specific uses (e.g., retail, low-density housing, and industrial).

**Landform:** A description of the Earth's shape at a place (e.g., mountain range, plateau, and floodplain).

**Latitude:** The angular distance north or south of the equator that is measured in degrees along a line of longitude.

**Legend:** A map key that explains the meaning of map symbols.

**Longitude:** The angular distance east or west that is almost always measured with respect to the prime meridian that runs north and south through Greenwich, England.

**Magna Carta:** The document signed by King John of England in 1215 A.D. that limited the king's power and guaranteed certain basic rights; it is considered the beginning of constitutional government in England.

**Market:** Any setting in which an exchange occurs between buyers and sellers.

**Market economy:** A system in which most resources are owned by individuals and the interaction between buyers and sellers determines what is made, how it is made, and how much of it is made.

**Market price:** The price at which the quantity of goods and services demanded by consumers and the quantity supplied by producers are the same. This is sometimes called the equilibrium price.

**Mayflower Compact:** A document drawn up by the Pilgrims in 1620 while aboard the Mayflower, before landing at Plymouth Rock. The compact provided a legal basis for self-government.

**Mercantilism:** An economic and political policy in which the government regulates industries, trade, and commerce with the national aim of obtaining a favorable balance of trade.

**Monarchy:** A type of government in which political power is exercised by a single ruler under the claim of divine or hereditary right.

**Monetary policies:** Management of the money supply and interest rates to influence economic activity.

**National security:** The condition of a nation, in terms of threats, especially threats from external sources.

**Opportunity cost:** The value of the next best alternative that must be given up when a choice is made (e.g., the opportunity cost of studying on a Saturday night is the fun you are missing by not going to the dance).

**Principle:** A basic rule that guides or influences thought or action.

**Progressive tax:** A tax structure such that people who earn more money are charged a higher percentage of their income (e.g., the federal income tax).

**Property rights:** The rights of an individual to own property and keep the income earned from it.

**Proportional tax:** A tax structure such that all people pay about the same percentage of their incomes in taxes (e.g., a flat rate tax).

**Protectionism:** The practice of protecting domestic industries from foreign competition by imposing import duties or quotas.

**Public service:** Service to local, state, or national communities through appointed or elected office.

**Ratify:** To confirm by expressing consent, approval, or formal sanction.

**Referendum:** A form of direct democracy in which citizens of a state, through gathering signatures, can require that a legislative act come before the people as a whole for a vote. The process also allows the legislature to send any proposal for law to the people for a vote.

**Region:** A larger-sized territory that includes many smaller places, all or most of which share similar attributes, such as climate, landforms, plants, soils, language, religion, economy, government, or other natural or cultural attribute.

**Regressive tax:** A tax structure such that people who earn more pay a smaller percentage of their income in taxes (e.g., sales taxes).

**Representative democracy:** A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

**Republicanism:** A system of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare.

**Resources:** Land, labor, capital, and entrepreneurship used in the production of goods and services. A part of the natural environment that people value, such as soil, oil, iron, or water.

**Revolution:** A complete or drastic change of government and the rules by which government is conducted.

**Rule of law:** The principle that every member of a society, even a ruler, must follow the law.

**Separation of powers:** The division of governmental power among several institutions that must cooperate in decision-making.

**Sovereignty:** The ultimate, supreme power in a state (e.g., in the United States, sovereignty rests with the people).

**Spatial reasoning:** Pertaining to distribution, distance, direction, areas, and other aspects of space on the Earth's surface.

**Specialization:** When a business focuses on producing a limited number of goods and leaves the production of other goods to other businesses. Specialization also describes how each person working to produce a good might work on one part of the production instead of producing the whole good (e.g., in a shoe factory one person cuts the leather, another person sews it, and another glues it to the sole).

**Suffrage:** The right to vote.

**Supply:** The quantity of a product or service that a producer is willing and able to offer for sale at each possible price.

**Tariff:** A tax on an imported good.

**Thematic map:** A map showing the distribution (or statistical properties) of cultural or natural features, such as a thematic map of unemployment or a thematic map of rainfall.

**Theocracy:** Any government in which the political leaders also are the religious leaders and they rule as representatives of the deity.



**Totalitarianism:** A centralized government that does not tolerate parties of differing opinion and that exercises dictatorial control over many aspects of life.

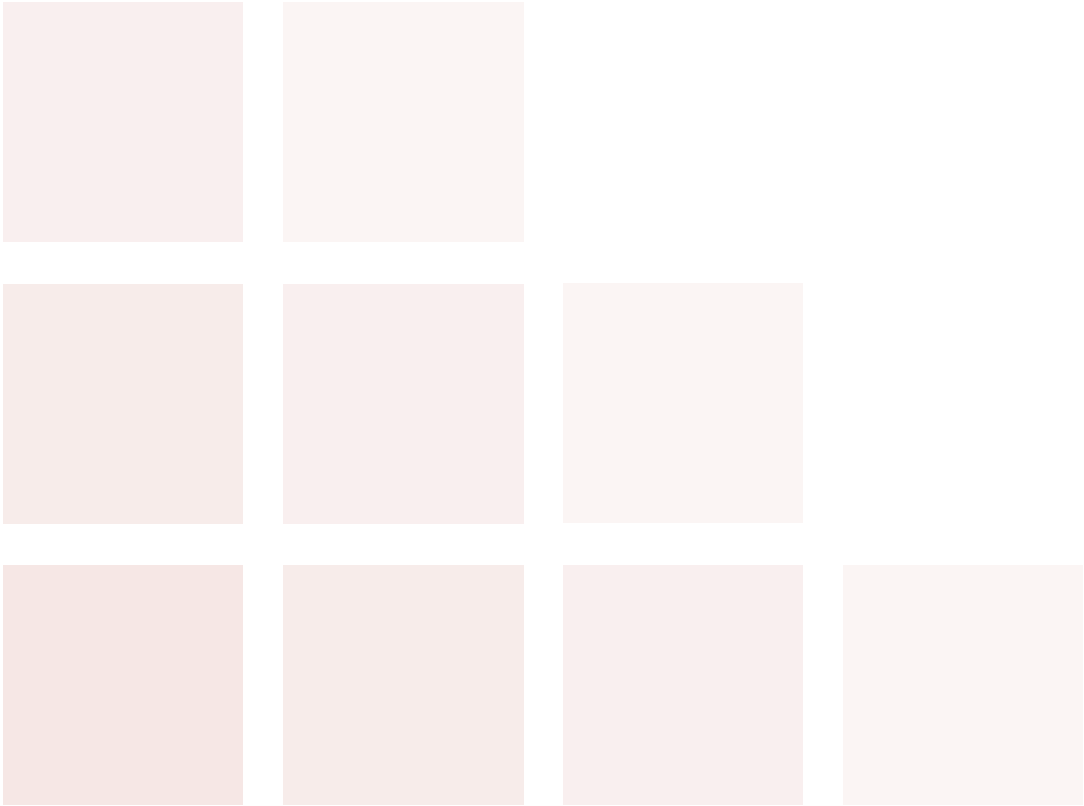
**Treaty:** A formal agreement between sovereign nations to create or restrict rights and responsibilities. In the United States, all treaties must be approved by a two-thirds vote in the Senate.

**Unitary government:** A government system in which all governmental authority is vested in a

central government from which regional and local governments derive their powers (e.g., Great Britain and France, as well as the American states within their spheres of authority).

**United Nations:** An international organization comprising most of the nations of the world that was formed in 1945 to promote peace, security, and economic development.

**Urbanization:** The process whereby more people live and work in cities.





ACKNOWLEDGMENTS

Working under the direction of the DCPS Office of Academic Services and StandardsWork, Inc., a DC-based nonprofit that specializes in helping school districts develop world-class learning standards, the following educators, parents, and community members helped develop the learning standards in social studies for the District of Columbia. Their contributions are greatly appreciated.

Margot Berkey  
*Parents United for DC Public Schools*

Yvonne Bess  
*Wilson Senior High School*

Clara Bowers  
*Shaw Junior High School*

Michael Briley  
*Francis Junior High School*

Latrina Brookins  
*Prospect Senior High School*

Kathleen Brown  
*Stuart Hobson Middle School*

Diane Bryant  
*CW Harris Elementary School*

Alice Chandler  
*Ellington School of the Arts*

Stephanie Coleman  
*Stuart Hobson Middle School*

Deltha Cousar-Jeffries  
*MacFarland Middle School*

Billie Day  
*Banneker Senior High School*

Susan Dennis  
*Anacostia Senior High School*

Beth Dewhurst  
*Stuart Hobson Middle School*

William Dexter  
*IDEA Public Charter School*

Koura Gibson  
*McKinley Senior High School*

Elinor Hart  
*WTU Teacher/League of Women Voters*

Gwendolyn Herold Faulkner  
*National Geographic (Education Foundation)*

Frances Herrington  
*Hart Middle School*

Bradford Hopewell  
*Banneker Senior High School*

Cosby Hunt  
*Bell Multicultural*

Laure Hunter  
*Janney Elementary School*

Sylvia Isaac  
*School Without Walls*

Marsha Karim  
*Eastern Senior High School*

Anita Lee  
*Shepherd Elementary School*

Norma Lewis  
*Division of Academic Services DCPS*

Katie Li  
*Teaching for Change*

Sheldon Lisbon  
*Coolidge Senior High School*

Delilah Lutgen  
*Tubman Elementary School*

David Maron  
*DCPS*

Erich Martel  
*Wilson Senior High School*

Megan Matthias  
*National Peace Corps Association*

Muriel McCants  
*Browne Junior High School*

Garth McIntosh-Peters  
*Woodson Senior High School*

Sheli Mead  
*Backus Middle School*

Deborah Menkart  
*Teaching for Change*

Ann Miller  
*Jefferson Junior High School*

Cheryl Mitchell  
*Hine Junior High School*

James Monack  
*Banneker Senior High School*

Lynn Moore  
*Ellington School of the Arts*

Cynthia Mostoller  
*Deal Junior High School*

Jesse Nicholson  
*DCPS, formerly at Banneker Senior High School*

Moshood Olayinka  
*Eliot Junior High School*

Alexandra Pardo  
*Roosevelt Senior High School*

Diana Perkins-Hall  
*Lincoln Middle School*

Christopher Pierce  
*Kramer Middle School*

Shelby Queen  
*Sousa Middle School*

Lionel Roberts  
*Ballou Senior High School*

Sara Rowe  
*Dunbar Senior High School*

Karl Rudder  
*DCPTA*

Ron Rutherford  
*Garnett-Patterson Middle School*

Charles Saunders  
*Anacostia Senior High School*

Sally Schwartz  
*Office of International Programs DCPS*

Ronda Scott  
*Raymond Elementary School*

LeAnne Shepherd  
*Seaton Elementary School*

Kerry Silvia  
*Cardozo Senior High School*

Richard Singer  
*Banneker Academic High School*

Shannon Snow  
*Washington Senior High School*

Jackie Snowden  
*Lafayette Elementary School*

Andrew Sonnabend  
*Wilson Senior High School*

Catherine Spellacy  
*Bell Multicultural*

Iris Toyer  
*Parents United*

Amy Trenkle  
*Stuart Hobson Middle School*

Paul Vassak  
*Hardy Middle School*

Emily Washington  
*DC Community Activist/Advocate/Teacher*

Elizabeth Whisnant  
*Mann Elementary School*

Deborah White  
*Amidon Elementary School*

Anthony Williams  
*Spingarn Senior High School*

Gay Wilson  
*Shaed Elementary School*

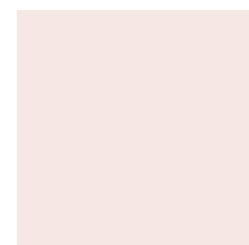
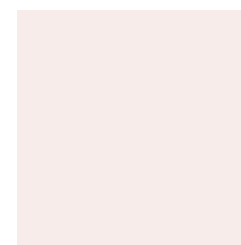
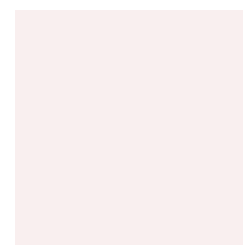
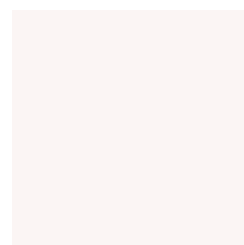
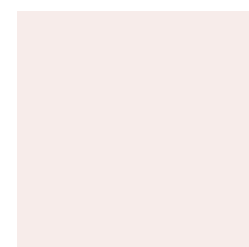
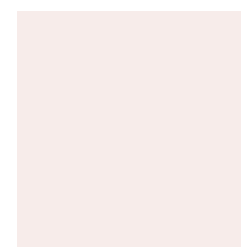
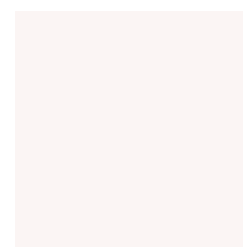
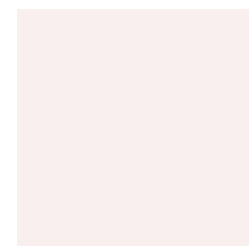
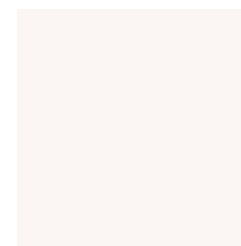
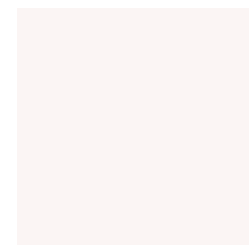
The following individuals participated in the prekindergarten development process: Maurice R. Sykes, executive director of the Early Childhood Leadership Institute; Diane Trister Dodge, founder and president of Teaching Strategies, Inc.; and Cate Heroman of Teaching Strategies, Inc.

## RELATED RESOURCES ALSO AVAILABLE

The Office of Academic Services also has developed a number of other resources to help teachers, administrators, students, parents, and community members better understand the new learning standards. These resources include:

- ❑ Grade-level curriculum guides, with sample learning activities, month-by-month scope and sequence suggestions, sample test items, and other resources.
- ❑ Grade-level parent guides to the standards, translated into several languages.
- ❑ Grade-level posters, which should be displayed in every classroom.

These and other materials are available on the DCPS Web site at [www.k12.dc.us](http://www.k12.dc.us).





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